

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 3-4, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Dan Forest, Lt. Governor
Eric C. Davis
Reginald Kenan

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Rodney Shotwell, Superintendent Advisor
Steve Lassiter, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor
Grace Russell, Senior Student Advisor
Yates McConnell, Junior Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman Bill Cobey called the Wednesday session of the February 2016 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today’s meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board’s website, he welcomed visitors, online listeners, and Twitter followers.

Prior to reading the Ethics Statement, Chairman Cobey called on Board member Willoughby to provide a status updated on Board Member Kevin Howell. Mrs. Willoughby reported that Mr. Howell is absent today because yesterday he underwent a successful kidney transplant. She shared that the kidney was functioning and Mr. Howell and the donor are both doing well.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the

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attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

Chairman Cobey acknowledged that at the present time, there was not a quorum. Therefore, he suggested that the Board postpone approval of the agenda until later in the day.

When a quorum was reached prior lunch, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request. Hearing none, Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for February 3 and 4, 2016, as presented.

Discussion/Comments:

- Vice Chairman A.L. Collins asked if the Chairman and Superintendent intended to report out on the budget issue, noting that he is concerned about a copy he received of a response to Senator Berger, which provides a list of cuts that has not been discussed by the Board before being sent out. Chairman Cobey shared that it would be included under his Chairman's Remarks.
- Following the motion and second, Chairman Cobey stated that the Board gave Dr. Atkinson and him the authority to cut the budget. We have had clarification from Senator Berger. Since we had the authority, we moved to answer him and show cuts consistent with what I believe were his intentions. The Board can reverse any part of what we sent to Senator Berger on Thursday if they choose. Chairman Cobey stated that it is valid to go in that direction. If anyone does like certain proposed cuts they can bring it to the board for discussion and vote on Thursday.
- There was no further discussion.

Upon motion made by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for February 3 and 4, 2016, as presented.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. He called on State Superintendent June Atkinson to introduce the first Issues Session.

- **NC Department of Public Instruction Division Profile**
 - ❖ **Division of Human Resources – Ms. Lou Ann Phillips (Director)**

Dr. Atkinson recognized Ms. Lou Ann Phillips for the presentation.

Using a PowerPoint presentation, Ms. Phillips provided a broad overview of the work of the Division of Human Resources. She set the context by explaining that every DPI employee has between three to five performance goals directly or indirectly tied to the State Board of Education's Strategic Plan. The Division of Human Resources's mission is to provide services and support to employees and supervisors so that every employee is at peak performance every day. Ms. Phillips provided a high-level overview

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of the work performed in each of the three major categories of service provided by the Division of Human Resources, which include:

1. Recruitment and Retention
2. Total Compensation
3. Performance Management and Development

In addition, Ms. Phillips spoke briefly about the division's Human Resource partners below.

- Office of State Human Resources (OSHR) – delegated authority;
- Office of State Controller (OSC) - BEST Shared Services – central payroll; and
- Office of State Management and Budget (OSBM) – position management and salary budgets

In closing comments, Ms. Phillips provided a snapshot of the Division's organization structure.

➤ **Effectiveness of Public IHE Teacher Education Programs**

❖ **Dr. Alisa Chapman (Vice President for Academic and University Programs, UNC General Administration)**

Chairman Cobey introduced and welcomed Dr. Alisa Chapman for an Issues Session on the Effectiveness of Public IHE Teacher Education Programs.

Using a PowerPoint presentation, Dr. Chapman's presentation focused on preparing more, higher quality teachers and school leaders for North Carolina's public schools. She set the context by reviewing the discussion topics, which included an update on UNC system education enrollments, an overview and tour of the UNC Educator Quality Dashboard, and collaboration and partnership opportunities.

As it relates to UNC system education enrollments, Dr. Chapman reported that education degree enrollment continues to decline. She reported that

- fifteen UNC institutions have teacher preparation programs with a wide range of degree and licensure options.
- system-wide, enrollments in bachelor's and master's education programs have decreased 30% since 2010.
- from fall headcount 2014 to 2015 enrollments declined 3.4%.
- national trends in education enrollments at four-year public IHEs (undergraduate and graduate levels)

Board member Patricia Willoughby noted that the data reveals a disturbing trend for a state where the population is increasing. She requested a copy of the presentation. The request was noted. She noted that the challenge of hiring teachers will increase, noting that the challenge will be felt more in rural areas and hard-to-staff schools. A brief discussion ensued.

Vice Chairman Collins commented briefly about the lack of student athletes going into the teaching profession. He asked that Dr. Chapman research this issue. In response, Dr. Chapman explained that she has not pulled the latest data on student athletes, but would be happy to do that. She stated that when you look at the current enrollment in education, it is not in any one particular licensure area, but rather a decline across the spectrum.

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Board member Eric Davis asked about the possibility of developing a projection, i.e., current trends continue, where will we be in five years/ten years? A brief discussion ensued with Dr. Chapman noting that they have overall projections of supply and demand, but the data has not yet been pulled together in a way that policy makers can begin to analyze and better prepare for future circumstances. She stated that she will be happy to work on this request.

Board member Wayne McDevitt suggested that North Carolina needs to have a conversation that creates the long line to get into our schools of education, which need to be as competitive as law school and medical school. He stressed the importance of creating the demand, which is associated with salaries, respect, professional development, and attention to that profession. In response to his comments, a brief discussion ensued about the need to pull together all of the great innovations which will help to address this issue, and the return on investment outcome as a result.

Local Board Member Advisor Christine Fitch asked if the data provided in this presentation will be provided to the General Assembly. In response, Dr. Chapman assured Dr. Fitch that the data have been provided to the Legislature. In addition, she explained further that the data are transparently available to the public.

Dr. Chapman spoke briefly about the UNC system response to the declining enrollments, which include: highlighting campus education enrollment growth plans, market research, campus recruitment plans, and the launch of a recruitment website: Teach Now for North Carolina – TeachNow.northcarolina.edu.

Next, Dr. Chapman provided an overview of the UNC Educator Quality Dashboard – EQDashboard.northcarolina.edu. Dr. Chapman explained that the dashboard is the first of seven important recommendations from the UNC Board of Governor’s Committee on Teacher and School Leader Quality. The dashboard serves as an interactive online tool for viewing and analyzing data reflecting our progress towards the goal of augmenting the quantity and quality of public school educators serving our state’s students. The dashboard allows for increased transparency and ease in data access for education stakeholders, including educators, administrators, policy makers, parents, and students. The key outcome and performance indicators reflected in the dashboard are organized into the following categories: Recruitment and Selection, Educator Preparation, Performance and Employment, and University-School Partnerships. The dashboard was made public through a fast launch in 2016. After explaining that the dashboard is a work in progress, Dr. Chapman provided a tour of the dashboard. Dr. Chapman noted that all of the research reports are available on the policy dashboard.

Dr. Chapman commented that the IHEs see that this is not about competitiveness among the institutions, but rather there is a growing crisis of supply and demand in the state, and that they need to be working together to help address the need. Noting the UNC-Asheville approach to preparing teachers, Board member Olivia Oxendine mentioned ratcheting up supply and demand around the STEM areas. Dr. Chapman explained that the Asheville model has been expanded to three other campuses (NC Central, UNC-Chapel Hill, NC State University), noting that the pilot has been funded by the Burroughs Wellcome Foundation – The Fast-Track Program – Burroughs Wellcome Fund Scholars Program. This pilot is working to support 120 mathematics and science teachers. The data analysis for that pilot is not yet completed, but will be provided to the Board in the near future.

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In conclusion, Dr. Chapman spoke briefly about UNC's educator quality research and the dashboard, which are

- helping the university system make data-driven and evidence-based decisions about program improvements,
- helping North Carolina address educator workforce issues of quantity and quality,
- UNC Educator Quality Dashboard addressing transparency by making the data and information accessible online.
- accountability and the use of multiple measures/data/research to drive program improvements.

Dr. Chapman explained that UNC wants to continue this work in great partnership and collaboration with the State Board, by trying to address questions and adding EVAAS data to the dashboard site to make it more beneficial to school administrators. UNC is discerning ways to develop Memoranda of Understanding around partnerships that address both the university and the State Board of Education's priorities around partnership and collaboration as well as addressing issues around IHE performance reporting through this site.

Dr. Chapman fielded several clarifying questions from Board members about the data on the dashboard. At the request of State Superintendent Atkinson, Dr. Chapman spoke briefly about UNC education graduates compared to all other graduates on UNC campuses across the following academic factors: high school GPA, SAT averages, culminating GPA at the end of a four-year degree. Across most institutions on those three measures, education graduates typically have the higher value, according to Dr. Chapman. She reiterated that they are of equal, comparable, and in many instances greater value on those three measures. In response to Board member Wayne McDevitt's question, Dr. Chapman explained that from the latest teacher portal data from 2013-14, (the analysis is done every other year), out of approximately 96,112 employed public school teachers, 37% of our teachers in public schools in North Carolina were prepared by a UNC system institution. All others were prepared by the other constant supply sources: out-of-state prepared teachers (29%), alternative entry (15%), private and independent (13%). Related to declining enrollment in the state and nation, Dr. Chapman explained that, as you look at the aggregate impact data of these routes for preparation, there is far more reason to be concerned. Out-of-state prepared teachers are more highly concentrated in elementary grades, alternative entry teachers are typically highly concentrated in secondary schools in tested subject areas. Dr. Chapman also commented on beginning teachers, noting that about seven percent of all teachers in North Carolina are in their first year of teaching, which is a teacher's least effective year. Looking across all employed teachers in the state, the latest data show about 25% of those 96,112 are in their first five years of teaching, which means there is a green workforce in North Carolina. Dr. Chapman stated that conversations need to occur about strategies. She added that support for beginning teachers is one of the most important strategies that can be addressed in North Carolina, noting that multiple entities are addressing this issue. From the UNC system perspective, Dr. Chapman explained that they have developed a North Carolina new teacher support program in partnership with the Department of Public Instruction. She reported that while there is room for improvement (for example, equitable distribution of services across the state), the early data is very positive. Dr. Chapman stated that they are trying to use the data to build the most effective strongest program of support for beginning teachers. She explained that this puts the Schools of Education out in the public schools where they need to be – a strategy that moves us toward expanded clinical practice and a deeper knowledge of working with practitioners in the public schools. Superintendent Advisor Rodney Shotwell mentioned the effectiveness of this strategy. In response to Vice Chairman Collins' question, Dr. Chapman explained

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that enrollments have declined at both the undergraduate and graduate levels. She stated that enrollment declines have slowed at the graduate level, noting that UNC is in the practice of having conference calls with each School of Education to look closely at trend data. She explained that in the past, she has reported on impact data on teachers with advanced degrees, which show that teachers with advanced degrees have greater impacts on student achievement. Dr. Chapman explained further that they just completed a deeper dive on that data, noting mixed results, which they need to better understand. Mr. Collins suggested that it would be interesting to quantify the data by subject area. Dr. Chapman noted that it may be helpful to return to the Board to present that research, which includes teachers with advanced degrees, National Board Certification, etc. Exploration is still occurring, according to Dr. Chapman.

In addition, a brief conversation occurred about surveying students about their planned major and with respect to interest in the field of education. Dr. Chapman explained that one of the outcomes of their market research related to this issue is that students have very altruistic motivations; therefore, if we can appeal to those motivations around what this profession will allow them to do in addressing that, then we will do a better job in recruiting young people into the teaching profession.

At this time, the Board's committee meetings were held.

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman
A.L. "Buddy" Collins, Vice Chairman
Dan Forest, Lt. Governor
Eric C. Davis
Reginald Kenan

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Rodney Shotwell, Superintendent Advisor
Steve Lassiter, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor
Grace Russell, Senior Student Advisor
Yates McConnell, Junior Student Advisor

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A. L. Collins and seconded by Ms. Becky Taylor, the Board voted unanimously to convene in Closed Session to discuss personnel matters and consult with its attorneys on attorney-client privileged matters, and to consider the handling of the following cases:

(1) Mergner v. NC State Board of Education.

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Wayne McDevitt, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, February 4, 2016, at 9:00 a.m.

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Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor

Steve Lassiter, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the February 2016 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that, in addition to holding its Committee meetings on Wednesday, the Board also held two Issues Sessions. Following a brief overview of the agenda, Chairman Cobey read the Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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Board member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Bill Cobey requested a motion to approve the minutes of the January 6 and 7, 2016, State Board of Education meeting.
- There was no discussion.

Ms. Patricia Willoughby made a motion to approve the minutes of the January 6 and 7, 2016, State Board of Education meeting. Seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS

- **Career and Technical Education Teacher and Administrator of the Year**
 - ❖ **Ms. Mazie Quick (Business Education Teacher, West Hoke Middle School, Hoke County Schools – North Carolina Career and Technical Education Teacher of the Year)**
 - ❖ **Dr. Shirley Bynum (Winston-Salem Forsyth County Schools – North Carolina Career and Technical Education Administrator of the Year)**

Chairman Cobey recognized State Superintendent Atkinson to introduce this special recognition segment of the agenda. Dr. Atkinson prefaced this presentation by announcing that February is Career and Technical Education month. She recognized Ms. Jo Anne Honeycutt (Career and Technical Education Director, NCDPI) to announce this year's Career and Technical Education Teacher and Administrator of the Year.

Ms. Honeycutt explained that the Department partners with the NC Association for Career and Technical Education in recognizing outstanding educators each year. She elaborated on the peer selection process. Ms. Honeycutt spoke briefly about each of the honorees. Dr. Bynum was introduced and invited forward for a photograph. Unfortunately, Ms. Quick's arrival was delayed and as such it was noted that she would be recognized upon arrival.

Following the Edgecombe County Schools presentation, Ms. Honeycutt introduced Ms. Mazie Quick from West Hoke Middle School. Following brief comments by Ms. Honeycutt about Ms. Quick's work as a Business Education teacher, she was invited forward for a photograph.

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SPECIAL REPORT TO THE BOARD

➤ Edgemcombe County Schools – Global Education Report

- ❖ **Mr. John Farrelly (Superintendent, Edgemcombe County Schools)**
- ❖ **Ms. Erin Swanson (Principal, Martin Millennial Academy)**
- ❖ **Ms. Inez Ribustello (Parent and owner of “On the Square” restaurant in Tarboro)**

Chairman Cobey recognized Mr. Wayne McDevitt, Chair of the Special Committee on Global Education, to introduce this special report.

Chair McDevitt reminded Board members that several years ago, the Board’s Global Education Committee developed a number of recommendations, which included a Global Education Task Force. He explained that along with Dr. Olivia Oxendine and Ms. Patricia Willoughby, he has been working with staff and others to bring forth initiatives such as the rubrics for Global-Ready Schools and Global-Ready Districts. The Board has since approved a number of these and there are many schools and districts working towards the designations. In addition, Mr. McDevitt reported that there is a long line of teachers across the state who are also working toward teacher global education badging.

Chair McDevitt commended Ms. Willoughby for her diligence in looking for Global Education examples and opportunities to bring before the State Board. To that end, he recognized her to introduce this special report. After setting the context about how she learned about Martin Millennial Academy, Ms. Willoughby introduced the guests from Edgemcombe County Schools to provide a Global Education Report.

Edgemcombe County Schools’ Superintendent John Farrelly prefaced this presentation by providing the demographics of Edgemcombe County Schools (80% poverty). He explained that this is a story about restoring the faith in public education in his district, noting that when he became superintendent in Edgemcombe County, he was the fifth superintendent in eight years. He explained further that over the course of time there were many things that occurred that created a lack of trust in Edgemcombe County. Dr. Farrelly shared that after a year and half as superintendent he began looking at other innovative concepts of public education. He focused in on some schools in Fayetteville (Cumberland County Schools) that had similar demographics, and where Visiting International Faculty (VIF) had partnered to open global schools/immersion programs. He spoke about the three-month study, which included multiple trips with Edgemcombe County Board of Education members, parents and students to see the schools in action where students were engaged and scores were off the charts. According to Dr. Farrelly, this study was followed by a period of 80 days where he convened evening meetings in the community to inform parents about possibilities and dreams of opening a global school and becoming a global district. With parent and community buy-in, a K-8 International School with an immersion program was opened to every student in the district on a first-come, first-served basis (500 students registered within the first two weeks). To create a broader impact, teams of teachers, principals, and community members were brought in from every school in the district to create pockets of teacher global leaders, according to Dr. Farrelly. In addition, Dr. Farrelly spoke about aligning with the State Board’s goals on Global Education by moving toward online professional development. Beginning a year and half ago, every teacher in Edgemcombe County is required to complete four modules where they earn a badge in global competencies. According to Dr. Farrelly, this requirement has been well received by teachers because they have access to fantastic lesson plans, all the standards, a Facebook component

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for teachers online to connect with teachers around the world, and it is self-paced. Dr. Farrelly shared that the number one focus in Edgecombe County is its global initiative, noting that to date, 15,000 hours of global professional development has been completed by teachers. He reported that by the end of the year, every teacher in the system will be ready for the designation, and the intent is to apply to become a Global-Ready district. Beyond that, while he did not advertise it, an intended outcome of going global was to have true conversations about tolerance, acceptance and diversity; all of which have had a great impact during this initiative, according to Dr. Farrelly.

Next, Dr. Farrelly introduced Ms. Erin Swanson to speak specifically about Martin Millennial Academy. Ms. Swanson explained that the vision of Martin Millennial Academy is for each one of their scholars to become an innovative leader working for positive change in their global community. She stated that as a K-8 school, they have a moral imperative to ensure that all of their scholars are prepared for success in high school, college and in the career of their choice. Equally important, Ms. Swanson stated that it is just as important to build a cadre of leaders who understand the challenges Edgecombe County faces in its community and to work together to find creative solutions to those challenges.

Ms. Swanson highlighted first grader McKenzie's experiences at Martin Millennial Academy's full Spanish Immersion Program to show the focus on three main goals:

1. Global Integration
2. Inquiry-Based Learning
3. Leadership Development

Ms. Swanson spoke about the partnership with VIF International Education, support of the superintendent, school board, and the investment of families and the community, noting that Martin Millennial Academy has been able to provide students like McKenzie with unique opportunities that students would not have otherwise had in Tarboro, NC. In closing comments, she added that the entire community stands to benefit when all children have the opportunity for a rigorous global education.

Ms. Swanson introduced Ms. Inez Ribustello to speak from a parent's perspective. Ms. Ribustello, a native of Edgecombe County, shared that she is a proud 1994 graduate of Tarboro High School. Following graduation from UNC-Chapel Hill, Ms. Ribustello moved to New York where she was a pastry chef at Windows on the World restaurant at the top of the World Trade Center. In 2002, she and her husband purchased a restaurant in one of the most economically depressed places in North Carolina, called "On the Square" in Tarboro, NC. She spoke about her children's transition to Martin Millennial Academy and the successful outcomes they have enjoyed. In closing comments, Ms. Ribustello stated that Edgecombe County has something very special in Martin Millennial Academy, and encouraged Board members to visit.

Vice Chairman A.L. Collins asked Dr. Farrelly to speak about the advantages of the K-8 concept and to speak further about the importance of the VIF teachers specifically as it relates to challenges the immigration status creates. As it relates to the K-8 concept, Dr. Farrelly explained that part of the rationale for moving to a K-8 school was that there was too much transition existing in the Edgecombe County School System with K-3, 4-6, 6-8, and 9-12 schools. He reported that research shows that even in high-achieving affluent counties and districts, that transition is not good for kids. In addition, Ms. Swanson spoke about the benefits of the younger students seeing the older students as role models and

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the older students taking on leadership roles, noting also that the fourth- and fifth-grade parents are excited that their children will be able to continue their global education through middle school.

In response to Mr. Collins' question about VIF teachers, Ms. Swanson reported that there are 13 international teachers on staff primarily from South and Central America and half are in the SPLASH Spanish Immersion program. The remaining VIF teachers come from all over the world, noting that all of the VIF teachers are on a three-year Visa and thus far there have not been any challenges. Interesting to note, Dr. Farrelly added that VIF has a network so when a lot of teachers return to their home countries, the relationship continues with the school through long-distance educational opportunities.

Board member Rebecca Taylor shared that she began her teaching career in Edgecombe County, noting that she is very proud to hear about Martin Millennial Academy. She stated that she does not believe anyone really understands the struggles that Edgecombe County has experienced in the past and how well it is doing now.

In response to Local Board Member Advisor Christine Fitch's question about expansion to high school, Dr. Farrelly elaborated briefly on the dream to open an International Early College.

In final comments, he explained that there are four major challenges in Edgecombe County: poverty, universal pre-K for all students, K-12 literacy, and highly qualified teachers. As it relates to Return on Investment (ROI), he noted that 1,000 kids left Edgecombe County over the last several years, but 350 of those have recently returned over the last six months – he attributed the return not just to the work at Millennial but to the growing confidence that Edgecombe County Schools is doing the right things for our schools and students. He explained further that Edgecombe County has incurred \$4.5 million in budgetary cuts and 110 positions over the last five years and for the first time in five years they will not be dealing with Reduction in Force in Edgecombe County this year.

Board member Eric Davis stated that for anyone who believes that our public school system is broken in North Carolina that these three individuals are testaments that not only is it working, but it is also working well. Speaking directly to the presenters, Mr. Davis stated that "Each one in your role – a superintendent who comes in knowing it is an uphill battle, but is willing to take risks, shoulder to the wheel and go find great talent – that's what we need. A young talented energetic principal who wins the confidence of parents, that's what we need. And parents who are willing to entrust their children to us. The three of you embody what is best about North Carolina. Thank you for inspiring the rest of us to work harder for your children."

Board member Willoughby asked the presenters to address the ways that the state can expand and support this initiative and to support others who want to replicate Martin Millennial Academy. Superintendent Farrelly suggested that continued emphasis and communication about the outcomes of the Global Task Force are important and to encourage local boards of education to take risks. He spoke briefly about the next wave in his district and how Stephen Covey's habits are spreading throughout his school system through the accountability model. He stated that Edgecombe County's pathway now is to talk about more holistic education – for example, character and leadership development, it's about relationships, and breaking down barriers. He noted that every school in his district is working toward achieving the global-ready designation. He suggested that the State Board revisit the rubric to include

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special considerations and other measures in how districts can be Global Ready, particularly in eastern North Carolina.

After expressing appreciation to the presenters, Mr. McDevitt also thanked Chairman Cobey for his commitment to highlighting these Global-Ready initiatives.

Following the presentation, Chairman Cobey expressed appreciation to the presenters and thanked Mr. McDevitt (Chair of the Global Education Committee) and Ms. Patricia Willoughby (Vice Chair) and Dr. Olivia Oxendine for their continued work to bring great information and examples of outstanding global education initiatives in North Carolina.

The presenters were invited forward for a photograph.

STATE SUPERINTENDENT’S REPORT

NCDPI Division Spotlight

Human Resources Division

Each month the NC Department of Public Instruction highlights the work of its divisions that support the state’s 115 school districts and 1.5 million children. This month’s spotlight shines on the Human Resources Division.

The Human Resources Division

- Recruits and retains talented employees
- Ensures pay and benefits options are provided
- Supports high performance by each employee

Additional Attachments

Under the State Superintendent’s Report, Dr. Atkinson highlighted several attachments available on eBoard.

1. Language Diversity Briefing
2. ESSA Brief Highlights
3. ESSA Timeline and Potential Stakeholder Groups

Blue Ribbon Schools

Three NC Schools Win National Recognition

Three NC schools were recently recognized as 2015 National Blue Ribbon Exemplary High-Performing Schools at a ceremony held on November 9 and 10 in Washington, DC. To receive the award each school had to meet the academic criteria in the NC plan approved by the National Blue Ribbon Schools program, complete the application and meet all 2014-15 AMAO goals.

Congratulations to:

- Beverly Wood Elementary in Charlotte-Mecklenburg Schools
- Chocowinity Primary School in Beaufort County Schools
- Rock Ridge Elementary in Wilson County Schools

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A list of nominees for the 2016 award has recently been submitted to the National Blue Ribbon Schools program and winners will be announced in the fall of this year.

Language Diversity among Students

For Many NC Students, English is not the Primary Language at Home

The State of North Carolina celebrates a diverse student population. A quick snapshot reveals:

- About 231,152 students, approximately 15% of the total student population, report a primary language other than English spoken in the home.
- The October 1, 2015, Headcount Report to the General Assembly indicates that 99,513 students, approximately 6% of the total student population, are identified as having limited proficiency in English.
- The top five languages (and percent of total student population) spoken in the home other than English (84.89%) are: Spanish (12.8%), Arabic (0.33%), Vietnamese (0.25%), Chinese (0.22%), and Hmong (0.17%).
- Students who speak more than one language come to school with the globally competitive advantage of bilingualism or multilingualism and multicultural perspectives.

17 languages are taught as world languages in North Carolina public schools: American Sign Language (ASL), Ancient Greek, Arabic, Cherokee, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Latin, Portuguese, Russian, Spanish, and Turkish.

More than 100 Dual Language/Immersion programs are currently offered in North Carolina featuring seven different languages -- Cherokee, Chinese, French, German, Greek, Japanese, and Spanish.

See attachment 1 for more on language diversity in North Carolina public schools.

NC Goes 12 for 12 on National Index for Charter School Authorizers

The National Association of Charter School Authorizers credited NCDPI and the State Board of Education with utilizing all 12 of its best practices in deciding whether to authorize new charter schools.

These practices include:

- Requiring a signed contract with each school;
- Having established, documented criteria for the evaluation of charter applications;
- Using expert panels that include external members to review charter applications;
- Requiring and/or examining annual, independent financial audits of its charter schools;
- Having established renewal criteria; and
- Having established revocation criteria.

For the complete list of practices and further details, visit <http://www.qualitycharters.org/for-authorizers/12-essential-practices/>

Teacher Leadership Paper Selected for International Conference

Educator Effectiveness staff will present the professional development paper, *A Statewide Action Research Project: Blended Learning, Collaborative Networks, and Coaching*, in Savannah, Georgia, an international conference convening March 21-25. The Program Committee of Society for Information

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Technology and Teacher Education facilitates a rigorous peer review and NC is honored to be represented.

The paper describes the framework that guides the design and organizational structure

- of our statewide teacher leadership action research project, a project that involves participation in online learning, supported by blended coaching
- This project was launched as a collaborative network of 225 teachers participating in action research.
- Teachers identified a problem of practice in their classrooms and worked on student improvement strategies for a year.
- Presenters will share the design and implementation process of this project, program outcomes, insights, and recommendations that may be used to implement a similar project at a state, or district level.

The Society for Information Technology and Teacher Education (SITE) is an international association of individual teacher educators, and affiliated organizations of teacher educators in all disciplines, who are interested in the creation and dissemination of knowledge about the use of information technology in teacher education and faculty/staff development, <http://site.aace.org/>

NC School Counselor Honored at White House

NC School Counselor Durenda Ward was among school counselors from across the nation honored as candidates for National School Counselor of the Year at the White House on January 28.

- Since she was one of the top six finalists, First Lady Michelle Obama shared a quote from one of Durenda's students.
- Durenda is a School Counselor at Centennial Campus Magnet School, Raleigh.

Additional information and a link to a video of the White House event may be found on the DPI School Counseling Facebook page at <https://www.facebook.com/ncdpi.schoolcounseling/>

New Additions Join DPI Team

- Frank Fiorella – Regional Consultant – Child Nutrition
- Karla Wheeler – Child Nutrition Supervisor – Child Nutrition
- Amy Schroeder – Career Development Ed Consultant – CTE
- Heather Bradford – School Educator – GM Preschool
- Michael Womble – NCCAT Executive Director – NCCAT
- Neena Malosky – School Educator – Early Intervention (East)
- Shenise Lassiter – Program Assistant V – DST
- Holly Rios- Personnel Assistant III – Human Resources
- Rebecca Chong – Social Research Associate – Enterprise Data Management – State Superintendent's Office

➤ Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Council of State, Raleigh, NC
- North Carolina Business Committee on Education Board meeting, Morrisville, NC
- NCPAPA, Pitt County Chapter, Greenville, NC
- Davidson County Schools' focus group on Analysis of Student Work, Lexington, NC

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- Council of Chief State School Officers’ meeting, Washington, DC
- Public School Forum Eggs & Issues Meeting, Raleigh, NC
- Governor’s Education Cabinet, Raleigh, NC
- St. Andrew’s College Forum, Laurinburg, NC
- Education & Workforce Innovation Commission meeting, Raleigh, NC

❑ Visited

- Creech Road Elementary, Garner, NC
- Westarea Elementary, Fayetteville, NC
- Ponderosa Elementary, Fayetteville, NC
- Douglas Byrd Middle, Fayetteville, NC

Personnel Announcement

Dr. Atkinson explained that Dr. Tracy Weeks was the first in the nation to serve as a Chief Academic and Digital Learning Officer, citing her outstanding work in this role. She announced, however, that Dr. Weeks is leaving the Department to become the Executive Director of the State Education Technology Directors’ Association. Dr. Atkinson asked the Board to join her in recognizing Dr. Weeks for her commitment to public education, and invited her forward for a photograph and a mug.

Dr. Weeks stated that she could never have envisioned the path her career would have taken when she began her career as a high school math teacher many years ago because most of those jobs she has held did not exist at that time. She shared that she feels incredibly fortunate to have been in such a progressive state that has the vision of leaders to provide those opportunities to her. She expressed appreciation to all she has worked with, noting the privilege to be a part of the Department and to have her children continue to grow up in North Carolina’s public schools.

➤ Every Student Succeeds Act (ESSA) Update

❖ Dr. Lou Fabrizio (Director, Division of Data, Research, and Federal Policy)

Dr. Fabrizio drew attention to the two handouts located on eBoard.

1. *Brief Highlights of the Every Student Succeeds Act (ESSA)*, which is a written summary of information shared with the Board in December. He explained that this one-pager has been rearranged and better organized for the Board’s information. Dr. Fabrizio reported that across the nation many different organizations are spending time analyzing the bill and developing their own interpretations and summaries of the legislation. Dr. Fabrizio reported that when he and Dr. Atkinson were presenting to the Joint Legislative Education Oversight Committee (JLEOC) on Tuesday morning, one of the legislators asked if we would be looking at summaries by different organizations and the answer was, yes, this is something we historically do. Dr. Fabrizio shared that Dr. Tammy Howard (Director, Accountability Services) was in Washington, DC on Tuesday with other state testing directors where she received information about a 29-page draft document that the Council of Chief State School Officers (CCSSO) has developed in collaboration with ACHIEVE, and a group of attorneys in DC called the Education Counsel.
2. *Timeline and Potential Stakeholder Groups* – Dr. Fabrizio spoke briefly about the challenge of not knowing what the final regulations are that the US Department of Education will be issuing. At the meeting Dr. Howard attended on Tuesday, the comment was made that the draft regulations will

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more than likely come out in the spring. According to one of the CCSSO staffers, CCSSO anticipates that the final regulations will be issued in the October/November timeframe prior to the election. If this occurs, Dr. Fabrizio suggested that the question then becomes – would it make sense for all of those regulations to be issued when you have a changing of the guard with a new President and Secretary of Education. Once the draft regulations are issued in the spring, we will have a clearer picture, according to Dr. Fabrizio.

In addition, Dr. Fabrizio shared that one of the handouts provided to the JLEOC was a comparison of the new law federal requirements with current state requirements. He provided examples of some where there were some differences. In the area of assessments, Dr. Fabrizio cited, for example, North Carolina's Read to Achieve assessment as one where North Carolina, currently as a state, exceeds the federal requirements under ESSA.

As it relates to accountability, Dr. Fabrizio stated that since the inception of No Child Left Behind in 2002, we have had two accountability systems – the federal requirements and the state requirements. Dr. Fabrizio noted that the best example is that in North Carolina we have been reporting certain data to meet federal requirements and we also have the A-F Grading System, which is the state requirement. ESSA does not require an A-F Grading System, but does speak about an indexing-type system, which in essence is what the A-F Grading System is, according to Dr. Fabrizio. But the new federal legislation makes the statement that because all of the control is now going back to the state; the federal government envisions one single statewide accountability system. During a recent meeting with the JLEOC, the Department mentioned how we now have an opportunity to revisit the A-F Grading System to include certain federal requirements included under ESSA as a part of our overall total statewide system of accountability. Dr. Fabrizio explained that the best example is that the new federal legislation requires a component in the accountability system that looks at how well students with Limited English Proficiency are acquiring that English proficiency. The new federal legislation also says that we need to ensure that all of the subgroups and schools are testing at least 95% of its students (participation rate). Dr. Fabrizio shared that the Department envisions having strategic input sessions across the state to gather feedback regarding the many nuances of the ESSA legislation. In addition, he reported that the new federal legislation also talks about its requirements related to interventions and supports for schools, which is another example of where we currently have state requirements under A-F, and the definition of low-performing schools, which exceeds the numbers of schools that would be required as a minimum under the new ESSA. In terms of reporting results, ESSA maintains all of the reporting in the past, but now extends it to include additional reporting criteria such as how the following student subgroups are performing: homeless students, students in foster care, and students whose parents are active in the military. Another feature of ESSA is teacher quality, where all teacher evaluation decisions are turned back to the state.

Dr. Fabrizio explained that the Department needs to convene workgroups to develop suggestions and ideas and gather input from stakeholders. He reported that Dr. Atkinson made it clear during the JLEOC meeting during our presentation on Tuesday morning that this would not be the only time the Department anticipates working with the General Assembly regarding ESSA. Referring to the draft timeline and potential stakeholder groups, Dr. Fabrizio explained that the Department anticipates this list to evolve and change as the work progresses.

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Vice Chairman Collins thanked Dr. Fabrizio for his work on this issue. Mr. Collins also shared that, as the Governmental Affairs Representative for NASBE, he participates in a monthly phone call with other NASBE representatives from across the nation. He reported that everyone is struggling with the same types of issues. He noted that in the last conference call meeting, one of the representatives shared that he believes the paradigm has changed from one of asking for permission to one of asking for forgiveness. He also reported that in the lobbying of this with NC Congresswoman Virginia Foxx, she said that it is time for the state to step up and take leadership in this arena. According to Mr. Collins, the combination of the two – that we have flexibility to do the things that we think are best and some of the things that are going on – we need to be cognizant of the fact that the paradigm has changed – first that we need to be leaders and second that the federal government will be less intrusive on these issues.

Board member Patricia Willoughby noted that she appreciated the brief notes provided by Dr. Fabrizio. As it relates to District and School Interventions, she really hopes that the Department will be looking at solutions like Martin Millennial Academy for example, noting that it was a very low-performing school in a high-poverty area that has turned around performance.

Board member Wayne McDevitt also expressed appreciation to Dr. Fabrizio for providing a condensed briefing paper for the Board’s use, noting that it is clear that there is less intrusion from the federal government, but that a communications strategy is very important and needs to occur quickly. In response, Dr. Atkinson stated that the Department is very eager to start public input sessions with stakeholders so that they can ask those questions and figure out stakeholder misunderstandings. She reiterated that this is a law that says . . . “you decide state, but you must do the following.” She added that ESSA gives the state so much responsibility and it is important for us to get it right because if this law is like the last one, it will be with us for more than a decade.

Board member Olivia Oxendine asked how to begin the discussion with stakeholders around the probable changes we will have to pursue. In response, Dr. Atkinson provided an example of the process used in the past, noting that public hearings will occur in all regions of the state with a variety of stakeholders such as superintendents, central office staff, local boards of education, parent groups, existing advisory committees, business and industry leaders, etc. During those stakeholder meetings, staff would share the requirements of the new legislation related to accountability, for example, and then collect input to begin the process of developing proposals for the Board’s consideration. Dr. Fabrizio added that there will also be several opportunities for different education organizations to send representatives to provide feedback. He stated that the US Department of Education expects that when we submit our state’s plan we are going to provide a list of stakeholder groups from whom we gathered feedback, including the types of questions and comments and suggestions they had during those focus group meetings.

In closing comments, Dr. Atkinson thanked Dr. Fabrizio for his expertise and work on this issue. She also recognized Ms. Donna Brown for her expertise related to this legislation as well. Dr. Atkinson shared that Dr. Fabrizio, Ms. Brown, and Dr. Tammy Howard are leading the Department in these efforts.

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➤ **Budget Discussion**
❖ **Chairman Bill Cobey**

Chairman Bill Cobey set the context for this discussion, noting that in response to a letter from Senator Phil Berger, the following materials were attached, including a plan for \$2.5 million reductions to DPI's budget. The cuts were made by the authority given to him and State Superintendent Atkinson, subject to further input from the State Board as well as any changes the Board deems appropriate.

1. Briefing showing the functions of the Department of Public Instruction (DPI) as it relates to staff carrying out state and federal legislation, as well as the State Board of Education's Strategic Plan.
2. Document showing the \$2.5 million cut to the Department of Public Instruction (This document was initially distributed at the January State Board of Education meeting.)
3. Listing of final positions eliminated.
4. Minutes for the December 2-3, 2015, and January 6-7, 2016, State Board of Education meetings. The Board delegated to us the authority to make the \$2.5 million decrease to DPI during its December 2015 meeting.
5. All letters to OSBM related to the \$2.5 million DPI reduction and budget for 2015-16.
6. 2015-16, 2016-17 breakdown for the Excellent Public Schools Act funds.
7. Legislative budget cuts to DPI since 2008-09.

Chairman Cobey clarified that the response letter and attachments are at the Board member's places and will be made available on eBoard. Dr. Atkinson noted that electronic copies were sent to all Board members on Wednesday, and additional hard copies are available in the Board lounge.

Lt. Governor Dan Forest asked for a status update in relation to the response to Senator Berger and meeting the requirements. Chairman Cobey stated that the bottom line is that this document fulfills what Senator Berger described as the intent of the legislation and is also in line with what the budget office has advised.

Dr. Atkinson explained that the General Assembly cut the Department of Public Instruction by \$2.5 million and gave the Department discretion as to where those cuts would be made. She reminded Board members that during the January Board meeting, the Department shared an overall picture of the amounts in the different areas, including the specific amount of money associated with the cuts. She referenced the materials to show a detailed listing of the positions that would equal approximately \$2.5 million. In addition, she also reported that the Department is making adjustments to the operating budget, which is also included in the packet of materials. Dr. Atkinson stressed that these are needed positions, but to meet the \$2.5 million cut, the Department has eliminated those positions. She then referred to Senator Berger's question as to whether the money appropriated for the Excellent Public Schools Act would be used for administrative or operational costs. She called attention to what was said in the letter about the 2015 budget legislation that talks about providing additional funds to the Department of Public Instruction to carry out the elements of the Excellent Public Schools Act and identifies the amount of money available. Going back to 2012, it says that the State Board of Education and the Department of Public Instruction shall provide technical assistance to aid local school administrative units. She referred Board members to the budget breakdown for the Excellent Public Schools Act, noting that they would see the budget that has been proposed for all of those dollars, which

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includes the evaluation, the reading assessments – the kits, contracts that are necessary that we have in place to carry out Read to Achieve (primarily software), kindergarten developmental screening, camps, etc. Dr. Atkinson reminded Board members that on Wednesday, the State Board heard a presentation on the allotment formula for first, second, and third grade camps and the alternative reading assessments and the plan for supplemental tutoring in the monthly progress reports as well as a reserve for additional funding for schools. She reported that all of this equals the amount of dollars received in the base budget as well as the Expansion Budget for the Excellent Public Schools Act.

Vice Chairman A.L. Collins noted that the information on the handout is a different list than the one received in January. Dr. Atkinson explained that the Department did not include the details by position in January, so, yes, this month the material includes more detailed information. She explained further that changes have been made to show positions that were switched from one area to another. More specifically, this month's report not only shows the detailed list in each area but also shows which positions were eliminated.

Mr. Collins stated that in the January list of position cuts, which totaled 18 positions, many of those positions were moved from one part of the Department to another to satisfy the cut. Dr. Atkinson clarified that some of the positions were in fact taken from one source of funding to another. She reiterated that the positions listed are actually being eliminated from the Department. Dr. Atkinson also noted that the Department is fortunate because we need all of the people we have, and we were able to identify positions to be eliminated that were currently vacant. Mr. Collins asked if he was reading the list correctly in that we have 10 open Deputy Superintendent positions, expressing concern about the salary numbers. Dr. Atkinson responded to his concerns by explaining that those positions are actually under the Office of the Deputy State Superintendent's area. In response to Mr. Collins's question about whether one of the positions was one that Dr. Tracy Weeks is leaving, Dr. Atkinson reviewed the eliminated positions one by one, noting that these are positions we will no longer have and for which we will not be able to use those positions to serve the children of North Carolina and carry out the State Board's Strategic Plan as well as the General Assembly's mandates.

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Organization/Area	Agency Work Area	Position FTE	July 1, 2016 Reduction Amount
Financial & Business Services	Charter Schools	1	83,857.00
Financial & Business Services	Cash Collections	1	50,548.00
Financial & Business Services	Allotments	0.7	41,078.00
Financial & Business Services	Contract Manager	0.66	66,111.00
IT	Business Technology	1	103,847.00
IT	Help Desk Supervisor	1	77,883.00
Academic Services/Digital Learning	Exceptional Children	1	90,697.00
Academic Services/Digital Learning	Exceptional Children	1	40,307.00
Academic Services/Digital Learning	Exceptional Children	1	90,321.00
Academic Services/Digital Learning	Exceptional Children	1	85,115.00
Deputy Superintendent	K-3 Literacy	1	49,777.00
Deputy Superintendent	Office of Early Learning	1	76,081.00
Deputy Superintendent	Office of Early Learning	1	46,947.00
Deputy Superintendent	Office of Early Learning	1	86,071.00
Deputy Superintendent	District School Trans.	1	101,664.00
Deputy Superintendent	District School Trans.	1	90,710.00
State Board	Legislative Liaison	1	65,897.00
Deputy Superintendent	District School Trans.	1	98,559.00
Deputy Superintendent	Educator Effectiveness	0.2	16,930.00
Deputy Superintendent	Educator Effectiveness	1	127,212.00
Academic Services/Digital Learning	Digital Teaching	1	70,500.00
Deputy Superintendent	NCVPS	1	87,761.00
		20.56	1,647.973

Operating Reductions: 292,027

Adjusted NC State TOPs Contract for K-3 Testing: 560,000.00

2,500,000.00

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Noting that these are legislative cuts the Board will comply with, Board member Eric Davis stated that, even though they are vacant positions, every one of the areas mentioned are of high importance for the Board, part of our Strategic Plan and represent critical needs that our districts need the Department to be able to support. He expressed concern about the Department's ability to support the LEAs in these critical areas. He mentioned that, for example, the Department is already overwhelmed in supporting the success of charters, the critical needs of Exceptional Children, and the growing numbers of schools and LEAs that require School and District Transformation. Chairman Cobey reminded Board members that these cuts follow the loss of all of the RttT positions. He noted that we fought this cut in the Legislature, reminding Board members that there was a move in the Legislature to cut the Department by 10%, which is twice the amount. Chairman Cobey stated that he believes the Legislative fiscal staff looked at this closely and that is the reason we were given flexibility because they could not figure out what to recommend to the leadership in the General Assembly. The Chairman stated that certainly we want as much funding as possible for the Excellent Public Schools Act and Read to Achieve and to move as quickly as possible to raise all children up, particularly the low achievers. Yet, we've been mandated to cut, while not specifically – we had to look at everything, according to Chairman Cobey. He reiterated that while these were vacant positions, the Department was actively trying to recruit people into those positions. He shared that it is not to say that positions can't be rearranged as we go forward, but this is a basic loss to the delivery of services, according to Chairman Cobey. Mr. Davis stated that the Board should be very clear about the impact of these cuts. In response, Chairman Cobey stated that when these cuts go over to the General Assembly, he believes they will take them seriously – as they are people of good faith, noting that the Board will be working closely with the Legislature going forward.

In follow-up, Vice Chairman Collins stated that it seems to him that the choice that you have in doing this is either to cut open positions that are not filled, have a Reduction in Force, or a combination. The choice has been made to take out all open positions, which have this kind of impact. Without talking about individual positions, he asked for a response as to why the choice was made to eliminate vacant positions rather than a Reduction in Force (RIF). In response, Dr. Atkinson explained that it is certainly a difficult task to go position by position to make choices considering the State Board's Strategic Plan, mandates from the General Assembly, etc. In making this decision, staff members were involved in figuring out where we could do the least amount of harm going forward. She stated that it is critical to remember that we have been cut 150+ positions over the last few years. We also considered the loss of 164 positions through RttT. Dr. Atkinson used the following example to describe part of the rationale for eliminating vacant positions. Let's say we have an Exceptional Children position available, we certainly want to have a person in that position, but why would we cut a person in an Exceptional Children position who is doing a great job and give up that experienced person to leave a vacant position. Chairman Cobey added that a lot of these positions are not easy to fill as they require highly qualified candidates with specific areas of expertise. He stated that he is committed, and believes everyone in leadership in the Department is committed to identifying anyone who is not doing their job and working with them toward improvement or termination. In addition, Chairman Cobey shared his experience with RIF when he worked with Governor Martin, noting that it gets expensive because of RIF rights, and we do not want to indiscriminately RIF people for a variety of reasons. Another point made by Dr. Atkinson is that even after these positions are eliminated, there are still some vacant positions remaining within the Department, which is what was meant by the fact that we can make some adjustments moving forward. She added that it is timely that Ms. Lou Ann Phillips presented on Wednesday because part of her work with the Office of State Personnel deals with reassigning positions that we may need. In response to Lt. Governor Forest's question, Ms. Phillips reported that as of February 1 there were 88 state-funded, 23 federally-funded and

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20 receipt-funded vacant positions within the Department; a total of 123 vacant positions. There are a total of 1,126 total positions within the Department, which includes 350 Residential Schools' positions and 48 NCCAT positions. Dr. Atkinson noted that the Department has one of the lowest vacancy rates in state government. Lt. Governor Forest asked for a list of the remaining vacant positions so that the Board can see the vacant positions as a whole. In response, Dr. Atkinson explained that all of the vacant positions are available on the website. Chairman Cobey asked Ms. Phillips to send Board members the link.

As it relates to flexibility, Mr. Collins elaborated on the need for assurance that the Board has flexibility of advocating for positions of importance, noting that one of the things that give him heartburn is the elimination of the extra legislative liaison. He stated that it will be impossible for one legislative liaison to keep up with everything happening at the General Assembly when it starts up and we are going to have to do something or we will end up with no legislative liaison because she will get burned out incredibly fast. He added that he would push back really hard on that position and others, but would be more comfortable if he has assurance that the Board has flexibility. Dr. Atkinson stated that it is true that the Board can have that flexibility should the Board feel a position is critical, noting however that, until recently, the State Board has always had just one legislative liaison rather than two. In response to Dr. Atkinson's request, Ms. Phillips described the position reclassification process, which typically takes four to six weeks.

Dr. Atkinson stated that, as State Superintendent, the person constitutionally responsible for being the Chief Administrative Officer, she appreciates the input given by the State Board as we go about this work. She explained that she knows there is a fine line between policy and getting into each position. She has appreciated the feedback, support and great questions that Chairman Cobey has asked as we have worked to getting to this place. Dr. Atkinson asked for the Board's understanding that when we look at the complexity of the agency, it is really very difficult to make one decision without having to think of the repercussions for all of the other positions and the work we have to do within the Department. She spoke briefly about the critical nature of the Department's work, citing for example that we know that digital learning is very critical in our state; we know that having HomeBase operational and responsive to our schools across North Carolina is a huge task. Every day the people in Financial and Business Services work to ensure that school districts have the resources that have been appropriated to them and that we are responsive to their needs. We think of all of the work as it relates to standards and how that takes so much time and effort to get input. We know that with the elimination of the cap on charter schools there is a great need there not only to support the people in the application process but we have people all over the agency supporting charter schools. We now have the Excellent Public Schools Act where we have identified people in each of our offices to support that law. When you think of the additional accounting and systems that have to be put into place in order for us at a moment's notice to set up that system to answer questions like "How many students were retained in third grade or how many students have English as a second language." When there is trouble with transportation or child nutrition, we want to be responsive. Consequently, we are a complex organization – we have success, and we have challenges and we have had some failures. But I can say that 99% of the people in this Department work every day to make a difference. If we don't have people performing, then we want to make them better.

Board member Olivia Oxendine applauded all that Dr. Atkinson is doing to save the organization and to make the Board mindful of the importance of maintaining capacity, noting that that is what great leaders do – they take care of their organization and take care of their people and she commended her for doing that.

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Dr. Oxendine asked Dr. Atkinson if federal funds could be used for the Exceptional Children position salaries. Dr. Atkinson explained that there are administrative dollars for Exceptional Children and that many of the positions are paid by federal dollars. At the request of Dr. Atkinson, Mr. Price explained that if you take into consideration the Residential Schools, the percentage of positions paid by federal funds is 42 percent. Without the Residential Schools, the majority of the Department is funded by federal funds. She stated that it is important to note that the dollar amounts shown include benefits (not just salary). Another guiding principle during the decision-making process was to look at those positions that were vacant for at least 100 days; those were subject to elimination. Chairman Cobey added that it is important to note that we have tried to continually point out to the Legislature that if we ever get to a level of more federal funding in this agency than there is state funding, then the federal government has the option of coming in and dictating certain practices, and our discretion goes away. The Chairman clarified that he does not believe that the General Assembly wants the federal government to have control of the agency's federal dollars.

In response to Dr. Oxendine's questions about a specific District and Transformation School position, Dr. Garland explained that the DST positions tend to be higher salaried positions because these coaching positions are filled by associate superintendents and principals at the local level and to get them to come to the Department we had to match or exceed their salaries enough to attract them to come to the Department. All of these were state-funded positions that were doing work with districts in school transformation – none were RttT positions.

Board member Wayne McDevitt elaborated briefly about the irony of Wednesday's conversation around the Expansion Budget, noting a very robust conversation around everything we asked for, not just positions, drawing attention to overlap.

Based on Dr. Atkinson's comments, Board member Patricia Willoughby stated that one of the misconceptions about HR capacity deals with the fact that many people have not walked around this building to see what goes on. She mentioned that she had the distinct pleasure of holding Dr. Atkinson's seat for her for a short term and one of the first things she did was to walk around and talk to everyone in every office and ask them about what they are doing. This is about a whole agency, noting that she is certain that if she were to go up to Mr. Graham's office and ask him about school buses, he would have a lot of other things to say about health and well-being of children. She suggested that this has to be presented, person-by-person, position-by-position – that we talked about this philosophically and how the agency works most effectively across areas.

In response to Ms. Willoughby's comments, Vice Chairman Collins asked how we can be sure that the Department's staffing aligns with the Board's Strategic Plan. He stated that this was a wise observation by Ms. Willoughby and one that we should endeavor to do because when we are asked the question, then we can say that we have aligned everything. As it relates to the Expansion Budget, he suggested that it is important to say that this is what we need and why we need it. In response, Dr. Atkinson drew attention to the packet of materials, which include how the Department is aligned to support the Excellent Public Schools Act requirements, General Assembly requirements, how the State Board's goals are aligned with the General Assembly requirements, and at a high level how the agency is organized to carry out the Strategic Plan of the State Board of Education.

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As a follow up to Dr. Oxendine's question about federally-funded positions, Lt. Governor Forest asked Mr. Price to address how many of these positions could be funded from the 23 federally-funded vacant positions and to describe what the requirements are from the federal government related to what they allow us to fund. Mr. Price explained that the Department looked into switching funding as we have reduced more than 200 positions over the past several years; however, there is no available funding to switch over. He explained that the Department requested salary switches with OSBM, and briefly explained the process of obtaining permission to reclassify some things into indirect costs to free up money to be able to pay salary adjustments for personnel because we are losing people quite rapidly because we do not have any state funding to pay for salary increases/job increases. He explained further that the requirements are the same for a federal position as they are for a state position. Mr. Price reported that if there were available funds, the Department would have been able to switch the funding and then would have created a reduction in the state funds; however, we cannot do that because we do not have the federal resources at this time to make that happen.

Ms. Phillips explained that the Department deems the 23 vacant federally-funded positions that we are actively recruiting for important and critical to fill. She stated that while moving the funds could be an option, it is not something we would consider due to the critical nature of the positions. Dr. Atkinson also noted that federal law puts a cap on how much money the Department of Public Instruction can use for administrative purposes. Consequently, we cannot go over that cap, according to Dr. Atkinson. She stated that federal government recognizes that with any type of grant there has to be some administration, monitoring, and technical assistance, and those dollars can be used for those purposes. Lt. Governor Forest asked what the funds are used for if not administrative. Dr. Atkinson clarified that when she uses the word "administration" that means the funds are used for people that lead, guide, monitor and support local school districts to do that which the federal government requires, noting that it is not the definition one would find in the private sector. For example, CTE has a regional coordinator who is responsible for working with local school districts to provide professional development, local plan approval, coordination of work related to the data systems and performance reports. For a broader conversation, Lt. Governor Forest stated that at some point one needs to prioritize and to say if we have those funds and these positions are critical – which ones are more important – the federal ones that we need to hire or the list presented for elimination. Dr. Atkinson assured the Lt. Governor that this is indeed what the Department has done by taking the State Board's Strategic Plan to drive our decision making. Another driver has been federal legislative responsibilities. She stressed that the Department does not want to be deemed by the federal government as not having fulfilled our responsibilities to do monitoring for example. All of those have been factors in making recommendations about what positions we have. We are audited by the federal government to ensure that we are using those dollars appropriately and on several occasions we have received a note in our federal audit that states that we need to improve our federal monitoring efforts. Therefore, we walk a thin rope to be able to take all of the priorities of the State Board, General Assembly and the federal government to do the work necessary to run the complex organization of education in our state. She reminded Board members that on Wednesday, Ms. Lou Ann Phillips talked about the Performance Goals, noting that regardless of where you are in the organization, your performance plan is aligned to the division goals, to the office goals and to the SBE's strategic plan.

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey noted a total of seven items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the slate of consent items as presented.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments ES&P 4, SLA 5, SLA 6, SLA 7, EICS 9, EICS 10 and EICS 11)

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

CONSENT

ES&P 4 – JLEOC Report: Educator Preparation Report Cards

Policy Implications: General Statute §115C-296(b)(1)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

Objective 3.4: Increase the number of principal's graduation from quality traditional and alternative educator preparation programs.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director of Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)

Description:

In accordance with G.S. §115C 296 (b1), the State Board of Education (SBE) shall submit Educator Preparation Program Report Cards (formerly referred to as the IHE Performance Report) to the Joint Legislative Education Oversight Committee on an annual basis. Report cards are issued for Institutions of Higher Education (IHEs) with undergraduate programs, graduate programs, and school administration programs leading to teacher or school administrator licensure. Report Card data is based upon complete performance reports submitted annually by institutions of higher education to the NC Department of Public Instruction. Educator Preparation Program Report Cards are available online here: <http://apps.schools.nc.gov/ihereportcards>.

Recommendation(s):

It is recommended that the State Board of Education accept this report for submission to the General Assembly.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

CONSENT**SLA 5 – Advisory Council Membership for Governor Morehead School for the Blind**

Policy Implications: SBE Policy #TCS-B-007

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Educational Services for the Deaf and Blind)

Description:

Recommendation to fill vacancies of two (2) resigned members of the Governor Morehead School for the Blind Advisory Council. Nominee for the Individual from Special Education is Ms. Annette Vinding. Nominee for the Member at Large is Ms. Rachel Martinez.

Recommendation(s):

It is recommended that the State Board of Education approve the new nominees for the Governor Morehead School Advisory Council.

CONSENT**SLA 6 – Council on Educational Services for Exceptional Children Membership**

Policy Implications: General Statute §115C-121, SBE Policy #TCS-B-005, Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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Goal 2: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth.

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are four vacancies: three (3) appointments to represent Parents of Children with Disabilities and one (1) Local Education Agency General Education Administrator. The vacancies are due to appointment resignation, replacement due to non-attendance and or no longer eligible to represent the position. At the January meeting, the State Board of Education was asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

Recommendation(s):

The State Board of Education is asked to approve the recommendations to fill the vacancies.

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CONSENT

SLA 7 – Technical Corrections to Basic Education Plan Key Terms

Policy Implications: General Statute §115C-81, SBE Policy #HRS-G-002

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning)

Description:

Brought to DPI’s attention by district leadership, this definition of “course unit” is out of date. This definition is no longer current based on State Board of Education (SBE) action in May 2014 that eliminated seat time defining a course for credit.

Currently, the SBE Course for Credit policy, GCS-M-001, states “Each local board of education shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit, in accordance with the *North Carolina Standard Course of Study*.” There is no longer a required time commitment for awarding high school credit.

This policy will be revised more fully in the future. This specific technical change will ensure this SBE policy is accurate with current SBE policy.

Recommendation(s):

It is recommended that the SBE review this item to update the policy.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 9 – Approval of New Advisory Board Members for the NC Virtual Public School Council

Policy Implications: (New)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using online tools.

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Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

Under newly adopted policy establishing the North Carolina Virtual Public Advisory Council, the membership must include a representative of each Education Region and a charter school representative. As members with terms expiring in December 2015 rotated off, the Council is left with vacancies in Education Regions 1, 8 and a charter school representative. Nominations for representatives for these stakeholder groups are presented to the State Board of Education for approval. During 2016, as the Advisory Council transitions to align with the newly adopted policy, the membership will exceed the maximum of 20. The membership maximum will be met in 2017 as current member's terms expire in December 2016.

The complete listing of the Advisory Council membership is attached. Resumes for individuals being nominated are attached for SBE review.

Recommendations:

The State Board of Education is asked to approve nominations for new membership to the North Carolina Virtual Public School Advisory Council.

CONSENT

EICS 10 – Request for Charter Amendment by Kestrel Heights Charter School

Policy Implications: General Statute §115C-218.5, SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)

Description:

State Board Policy #TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board. An amendment that alters a charter school's "mission" is one that must be approved by the State Board.

Kestrel Heights School, located in Durham, seeks to amend its original mission statement, which is as follows: "The mission of Kestrel Heights School is to promote the enlightened educational goals of the Paideia Proposal while utilizing effective and innovative teaching techniques at the secondary school level. Students will develop to their fullest potential and the entire charter school community will share a commitment to learning as a lifelong process."

The proposed amended mission statement is as follows: "Kestrel Heights School provides an environment where academics are emphasized, where children are encouraged to excel and perform at

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their maximum potential and that promotes creativity and excellence in accordance with the Paideia Principles.”

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

CONSENT

EICS 11 – Request for Charter Amendment by Metrolina Regional Scholars Academy

Policy Implications: General Statute §115C-218.5, SBE Policy #GCS-U-014

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)

Description:

State Board Policy #TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board. An amendment that alters a charter school’s “mission” is one that must be approved by the State Board.

Metrolina Regional Scholars Academy, located in Charlotte, is seeking to amend its original mission statement, which is as follows: “The Metrolina Regional Scholars’ Academy is a non-discriminatory, public charter school that provides a differentiated, exceptionally challenging education for children of extremely high academic or intellectual ability, ages 4 to 13. We meet the distinctive intellectual, social and emotional needs of our students by providing a supportive environment in which they can meet academic challenges and develop relationships with peers of all ages. We strive to prepare our graduates to become independent, productive, responsible, and creative individuals capable of making original contributions to society.”

The proposed amended mission statement is as follows: “Metrolina Regional Scholars Academy provides a differentiated and challenging learning environment that supports the distinctive intellectual, social, and emotional needs of highly gifted children and enables them to form meaningful relationships with their intellectual peers.”

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

ACTION AND DISCUSSION AGENDA**EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT****(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)*****DISCUSSION*****ES&P 1 – Program Approval Modifications for Institutions of Higher Education****Policy Implications:** SBE Policy #TCP-B-002 and TCP-B-003**SBE Strategic Plan:****Goal 3:** Every student, every day has excellent educators.**Objective 3.1:** Develop and support highly effective teachers.**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director of Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)**Description:**

Institutions requesting to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. These blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary and time is provided to make revisions before these are presented to the State Board for approval. These requests for program modifications are for previously approved programs. The chart attached includes the cycle for the next program approval process, which will include components of the new statutes. This item includes seven public and private institutions seeking Board approval to add modifications to licensure areas in previously approved educator preparation programs.

Recommendation(s):

It is recommended that the licensure modifications areas for the institutions on the attached list be approved by the State Board of Education.

Discussion/Comments:

- EICS Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. She stated that seven Institutions of Higher Education are requesting approval from the State Board to allow them to make modifications by way of adding new licensure programs to their curricula.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment ES&P 1)

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DISCUSSION

ES&P 2 – Policy Recommendations for Teacher Licensure and Evaluation Processes

Policy Implications: SBE Policy #TCP-A-001, TCP-A-002, TCP-A-004, TCP-A-014, TCP-C-004, TCP-C-006

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director of Educator Effectiveness)

Description:

NCDPI recommends a number of changes to teacher licensure and evaluation processes, which have an impact on several existing State Board of Education policies. The attached document provides an overview of the policy changes the agency is recommending as well as the specific policies that will be affected by the changes.

Recommendation(s):

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the State Board of Education.

Discussion/Comments:

- EICS Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. She explained that there are six categories of policy recommendations for teacher licensure and evaluation processes that span across more than 20 SBE policies, which are outline in a template available on eBoard.
- As it relates to Standard 6, Dr. Oxendine stated that it will be imperative that messaging around that particular change be brilliantly clear to LEAs. She reviewed the policy recommendation, which reads: “Student growth not be a component of overall status rating for teachers.” Dr. Oxendine shared that she is already receiving phone calls from superintendents and principals about what this means.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment ES&P 2)

DISCUSSION

ES&P 3 – Proposed Student Perception Surveys

Policy Implications: (New)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

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Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research)

Description:

There is a substantial body of educational research that indicates that student perception surveys can provide educators with meaningful feedback on their instructional practices. It is the intent of the State Board of Education to provide North Carolina educators with these data for the purpose of informing Professional Growth Plans (PGPs) and School Improvement Plans. These data will not have a formal connection with the North Carolina Educator Effectiveness System (NCEES), but will be provided to educators as a standardized artifact. The goal of the State Board of Education is to implement these student perception surveys statewide, with the possibility of a phased roll-out over multiple years.

Recommendation(s):

This item is being presented for Action by the State Board of Education.

Discussion/Comments:

- EICS Committee Chair Olivia Oxendine noted a lengthy discussion of this item during the ES&P Committee meeting on Wednesday. Dr. Oxendine noted that she shared concerns that she is receiving from superintendents from her region and has heard from other Board members who are receiving similar concerns.
- She noted that Local Board Member Advisor Christine Fitch stated that this could be easily perceived by parents and feel like by students as another test. Therefore, Chair Oxendine recommended that the Department rethink student surveys. She believes what leaves a bitter taste in the mouths of stakeholders is calling it a mandate; therefore, she suggested that the Department think about the notion of student surveys from the standpoint of allowing it to be a local decision, work with LEAs and parents to design their own student surveys – perhaps incentivizing it with grant funds that way the department will have more credible instruments to consider down the road.
- Noting that she was not in attendance for the entire discussion on Wednesday, Board member Rebecca Taylor stated that it is apparent that Board members are still receiving a lot feedback from stakeholders; she suggested slowing down to gather input from stakeholders.
- State Superintendent Atkinson reported that prior to any discussion with the Board related to these surveys, she sent an email to LEA superintendents in the fall indicating that the student survey was optional, but we encouraged them to use it because of the data. But perhaps because it was part of the Board's agenda, they may have thought there was a change in the optional use. A brief discussion ensued about communication efforts.
- Vice Chairman A.L. Collins reported that he heard pushback about the student perception surveys in the Sandhills region where superintendents came away believing that it was mandatory. He concurred that this is something that needs to slow down and garner more support. Dr. Atkinson reported that it was after that particular meeting in the Sandhills region that the Department followed up with LEAs to communicate that it was optional.
- Board member Wayne McDevitt asked to revisit Dr. Gary Henry's research on this issue as part of this larger conversation. Mr. McDevitt recalled that Dr. Henry believes the student perception survey is a predictable measure.
- Chair Oxendine reviewed the proposed policy, which reads under Part A: "North Carolina local education agencies (LEAs) **shall** administer a survey to public school students (grades 3-12) . . .", noting that perhaps the shall is what caused the misunderstanding. A brief discussion ensued.

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- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment ES&P 3)

NEW BUSINESS

Under New Business, ES&P Committee Chair Olivia Oxendine shared that Dr. Yvette Stewart and Ms. Sue Breckenridge provided a comprehensive overview of the NC Teachers at Work Initiative. She thanked Board member Willoughby for laying the groundwork for this initiative.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

ACTION

EICS 1 – JLEOC – Annual Charter Schools Report

Policy Implications: General Statute §115C-218.110

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

Description:

Per G.S. §115C-218.110, the State Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulting from charter school operations.
- (4) Other information the State Board considers appropriate.

The attached draft report will fulfill this requirement.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this annual report.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

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Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the annual Charter Schools Report as presented. (See Attachment EICS 1)

ACTION

EICS 2 – Request for One-Year Delay by Pine Springs Preparatory Academy

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

Description:

Pine Springs Preparatory Academy (Wake County) requests that the State Board of Education grant them a one-year delay in opening the charter school. In August 2015, the State Board of Education granted final approval to Pine Springs and two other charter applicants to open in August 2016.

In a November 2015 letter to the Office of Charter Schools, the nonprofit board that oversees Pine Springs states that it has experienced unexpected delays in their acquisition, approval for, and construction of their proposed facility due to planning and development issues. The school's request letter, which is included as an attachment, outlines the situation they currently face.

Per their approved application, Pine Springs plans to open a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows: "Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an experiential-based program focused on four design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Office of Charter Schools supports Pine Springs's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.
3. The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

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Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Pine Springs Preparatory Academy with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion during the EICS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the one-year delay request for Pine Springs Preparatory Academy with the stated stipulations presented on Wednesday. (See Attachment EICS 2)

ACTION

EICS 3 – Recommendations for Enrollment and Grade Expansion Requests for Charter Schools

Policy Implications: General Statute §115C-218.5, SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Lisa Swinson (Education Consultant, Office of Charter Schools)

Description:

Enrollment Growth Greater Than 20%

Per NC General Statute §115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

1. The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
2. The charter school has commitments for ninety percent (90%) of the requested maximum growth.
3. The charter school is not currently identified as low-performing.
4. The charter school meets generally accepted standards of fiscal management.

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Grade Expansion

A school also must receive SBE approval to add more than one grade lower or higher than is approved in the school's charter.

2015 Requests for Enrollment Growth and/or Grade Expansion

Nineteen schools have submitted requests for expansion that need consideration by the State Board of Education:

- Pinnacle Classical Academy (Cleveland County)
- The Capitol Encore Academy (Cumberland County)
- Central Park School for Children (Durham County)
- Excelsior Classical Academy (Durham County)
- Falls Lake Academy (Granville County)
- Cornerstone Charter Academy (Guilford County)
- Anderson Creek Club Charter School (Harnett County)
- Langtree Charter Academy (Iredell County)
- KIPP Charlotte (Mecklenburg County)
- Corvian Community School (Mecklenburg County)
- Bradford Preparatory School (Mecklenburg County)
- Charlotte Lab School (Mecklenburg County)
- Queen City STEM School (Mecklenburg County)
- Henderson Collegiate (Vance County)
- East Wake Academy (Wake County)
- Southern Wake Academy (Wake County)
- Triangle Math and Science Academy (Wake County)
- PAVE Southeast Raleigh Charter School (Wake County)
- Wilson Preparatory Academy (Wilson County)

Prior to legislative changes in 2013, statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve the enrollment and grade expansion requests.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. There were some concerns and discussion regarding some of the growth. The Board came to consensus about the need for the policy/process to be fine-tuned going forward. However, all of the requests presented met the criteria currently in place.
- There was no further discussion.

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Upon motion by Ms. Rebecca Taylor, and seconded by Lt. Governor Dan Forest, the State Board of Education voted unanimously to approve the grade expansion and enrollment requests for the 19 charter schools as listed above. (See Attachment EICS 3)

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the grade expansion requests for the following charter schools: Grey Stone Day School (Stanly County), Charlotte (Mecklenburg County), Henderson Collegiate (Vance County). (See Attachment EICS 3)

ACTION

EICS 4 – Recommendations for Charter Schools Expiring 2016

Policy Implications: General Statute §115C-218.5(d), SBE Policy #TCS-U-007

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Lisa Swinson (Education Consultant, Office of Charter Schools)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders (parents, teachers, and board members) to provide information that supplements the school's performance data.

Consistent with G.S. §115C-218.5(d) and SBE Policy #TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2016:

- Clover Garden
- Crosscreek
- Crossroads Charter High School
- Haliwa-Saponi Tribal School
- Hope Leadership Academy
- Kennedy Public Charter School
- KIPP Gaston College Preparatory
- New Dimensions
- Pine Lake Preparatory
- Queens Grant Community School
- Roxboro Community School

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and

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a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented to the Charter School Advisory Board (CSAB). In reviewing the totality of information, the Advisory Board decided to bring back six groups for interviews in order to gain a better understanding of the school's situation. On December 7, 2015, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a 10-year charter renewal for:

- Clover Garden
- Crosscreek
- KIPP Gaston College Preparatory
- Roxboro Community School
- Pine Lake Preparatory
- New Dimensions

A seven (7) year charter renewal was recommended for Queen's Grant Community School.

A three (3) year charter renewal was recommended for Haliwa-Saponi Tribal School.

A three (3) year charter renewal was recommended for Hope Leadership Academy with the stipulation that they meet academic growth each school year. In the case that they do not meet growth, they will be asked to appear before the Charter School Advisory Board.

Nonrenewal was recommended for Kennedy Public Charter and Crossroads Charter High School.

Recommendations:

It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.

Clover Garden, Crosscreek, KIPP Gaston College Preparatory, Roxboro Community School, Pine Lake Preparatory, and New Dimensions

- There was no discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve a 10-year charter renewal for the following schools: Clover Garden, Crosscreek, KIPP Gaston College Preparatory, Roxboro Community School, Pine Lake Preparatory, and New Dimensions. (See Attachment EICS 4)

Queen's Grant Community School

Discussion/Comments:

- There was no discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve a seven-year charter renewal for Queen's Grant Community School. (See Attachment EICS 4)

Haliwa-Saponi Trival School**Discussion/Comments:**

- There was no discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve a three-year charter renewal for Haliwa-Saponi Tribal School. (See Attachment EICS 4)

Hope Leadership Academy**Discussion/Comments:**

Board member Patricia Willoughby advocated for a charter longer than the recommended three-year renewal for Hope Leadership Academy.

There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Lt. Governor Dan Forest, the State Board of Education voted unanimously to approve a three-year renewal for Hope Leadership Academy with stated stipulations as posted on eBoard. (See Attachment EICS 4)

Crossroads Charter High School**Discussion/Comments:**

- There was no discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the non-renewal recommendation of Crossroads Charter High School as recommended by the Charter School Advisory Board. (See Attachment EICS 4)

Kennedy Public Charter**Discussion/Comments:**

- Board member Eric Davis recused himself from discussion and voting on this item, citing his presence on the local board of education as a conflict of interest.
- For the record, Board member Wayne McDevitt noted that he is conflicted with regard to Kennedy Public Charter School. Chairman Cobey also shared that sentiment. He mentioned that he asked the Office of Charter Schools to please share the data about this school in meeting the needs of these high-poverty students, noting that this non-renewal comes with a recommendation of 9-3 to not renew from the Charter School Advisory Board (CSAB). Chair Taylor explained that there she was also somewhat conflicted; however, the facts speak loudly. She noted that the CSAB did review the additional information that compared the subgroups and how they would fair being served elsewhere. She stated that she feels comfortable with her recommendation, but respects her fellow Board members.
- Vice Chairman A.L. Collins concurred, stating that when the CSAB speaks with majority, the State Board should listen; however, it points out a dilemma because it seems that every month the State Board is shutting down a charter school for low performance. He noted that in this particular region there are some traditional public schools that are very comparable and are also comparably bad that do not receive this type of scrutiny. He stated that the charter community is being held to a higher standard and they embrace that standard. There is also a responsibility

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that we have for the traditional public schools that are performing similarly, according to Mr. Collins.

- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted to approve the non-renewal recommendation of Kennedy Public Charter as recommended by the Charter School Advisory Board. Mr. Eric Davis recused himself from the vote due to his presence on the local board of education. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Charter Amendment for PreEminent Charter School

Policy Implications: General Statute §115C-218.5, SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)

Description:

State Board Policy #TCS-U-014 lists those charter amendments that can be approved by the Office of Charter Schools and those that must be approved by the State Board. An amendment that alters a charter school's "mission" is one that must be approved by the State Board.

PreEminent Charter, located in Raleigh, is seeking to amend its original mission statement, which is as follows:

"PreEminent Charter School will provide at-risk children with an education for life by: preparing students academically to achieve results at or above grade level, preparing students emotionally to perform at a developmentally appropriate readiness level, preparing students socially and providing children with the appropriate amount of physical activity."

The proposed amended mission statement is as follows:

"Working in partnership with parents and the community, PreEminent Charter School will offer a challenging, character-based education by providing a strong curriculum and an atmosphere of high expectations."

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment EICS 5)

DISCUSSION

EICS 6 – Recommendation for Grade Expansion Request for Lake Norman Charter School

Policy Implications: General Statute §115C-218.5(e-f), SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Lisa Swinson (Education Consultant, Office of Charter Schools)

Description:

Adding Multiple Grade Levels

Per NC General Statute §115C-218.5(e-f), a charter school must receive State Board of Education approval to add more than one grade lower or higher than is approved in the school's charter.

Lake Norman Charter School (LNC) has submitted a request to expand by five grades (Kindergarten-grade 4) over a two-year period, beginning in 2017-18, in order to start an elementary school. LNC currently serves grades 5-12 with approximately 1,600 students.

The school requests approval to amend their charter to reflect that they will begin serving grades K-2 in the 2017-18 school year and grades 3-4 in the 2018-19 school year. At this time, the school is not requesting an increase in enrollment beyond 20% for either 2017-18 or 2018-19; LNC anticipates being able to add the new grades each year (at 100 students per grade) within the 20% annual growth that does not require State Board approval.

Prior to legislative changes in 2013, statute required an LEA Impact Statement to accompany any such request, but this requirement is no longer in effect. To provide greater context for such expansion requests, however, the Office of Charter Schools notified relevant LEAs of Lake Norman's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve the enrollment and grade expansion requests.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment EICS 6)

DISCUSSION

EICS 7 – Charter School Advisory Board Recommended Amendments to Charter Agreement and

Application

Policy Implications: General Statute §115C-218, Changes to Charter Agreement and Charter Application to reflect provisions of SL 2014-248

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Mrs. Lisa Swinson (Consultant, Office of Charter Schools)

Description:

In order to implement three separate statutory changes contained in North Carolina Session Law 2014-248 (HB334), the Charter School Advisory Board recommends two changes to the Charter Agreement and one change to the Charter Application.

The recommended changes and their legislative antecedents are as follows:

Charter School Board Member Residency Requirement

Section I of the attached document contains the CSAB's proposed change to the section 4.1 of the current Charter Agreement to reflect the updated requirement that *the majority of board members for a charter school must have their primary residence in NC*. The State Board was not required legislatively to make this change, but the changes do conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 6.(a) G.S. §115C-218.15 reads as rewritten:

"§115C-218.15. Charter school operation.

...

(e) The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the State. However, the State Board of Education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the State."

Charter School Board Conflict of Interest and Anti-Nepotism Policy

Section II of the attached document contains the CSAB's proposed change to the section 4.3 of the current Charter Agreement to reflect updated requirements for *how each charter school board must adopt and ensure compliance with a conflict of interest and nepotism policy*. The changes conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 6.(a) G.S. §115C-218.15 reads as rewritten:
 "§115C-218.15. Charter school operation. . .

(b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. The board of directors of the charter schools shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:

- (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.
- (2) A requirement that before any immediate family, as defined in G.S. §115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- (3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law."

Weighted Lotteries

Section III of the attached document contains the CSAB's proposed change to the current Charter Application to reflect updated *instructions for how applicants for charters should address any proposed weighted lottery*. The changes conform the application to the following sections of S.L. 2014-248 (H334):

SECTION 3.(a) G.S. §115C-218.1(b) reads as rewritten:
 "(b) The application shall contain at least the following information:

- ...
- (15) The process for conducting a weighted lottery that reflects the mission of the school if the school desires to use a weighted lottery."

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SECTION 3.(c) G.S. §115C-218.45 is amended by adding a new subsection to read:
 "(g1) If a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board as part of the charter, and a lottery is needed under subsection (h) of this section, the lottery shall be conducted according to the procedure in the charter."

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve these changes to the Charter Agreement and Charter Application.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday. CSAB Chair Alex Quigly presented the recommended amendments to the Charter Agreement and Application. She noted that of the amended topics the EICS Committee only took issue with the Board of Directors not living in North Carolina. She asked staff to revisit the residency requirement and bring back a recommendation in March. Chairman Cobey requested that the CSAB further vet this issue during its next meeting as well. He asked Chair Taylor to present the Board's concerns and feedback to the CSAB. The request was noted.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment EICS 7)

DISCUSSION

EICS 8 – Request for One-Year Delay for Cardinal Charter Academy of Knightdale

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

Description:

Cardinal Charter Academy at Knightdale (Wake County) requests that the State Board of Education grant them a one-year delay in opening the charter school. In June 2015, the State Board of Education granted final approval to Cardinal Charter Academy at Knightdale and eleven other charter applicants to open in August 2016.

In a January 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Cardinal Charter Academy at Knightdale states that it has experienced unexpected delays in their approval for their proposed facility site due to planning, development, and zoning issues. The school's request letter, which is included as an attachment, outlines the situation they currently face.

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Per their approved application, Cardinal Charter Academy at Knightdale plans to open a K-6 school initially and expand one grade per year until the school is a full K-8 school serving over 1,100 students. The school's mission is as follows: "CCAs mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs." The school will use an instructional platform focused on using technology to help students develop critical thinking skills to solve problems, retain knowledge, and apply that knowledge.

The Office of Charter Schools supports Cardinal Charter Academy at Knightdale's request with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.
3. The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this one year delay for Cardinal Charter Academy at Knightdale with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment EICS 8)

NEW BUSINESS

Under New Business, EICS Committee Chair Rebecca Taylor shared that the Committee received an information presentation under the NCVPS Executive Director's update, featuring Milken Award Winner Eric Patin who presented the strategies he uses to balance full-time traditional classroom teaching with teaching at NCVPS. In addition, the Charter School Advisory Board Chair Alex Quigly presented their Acceptance of Action Plans from Academically Inadequate Schools.

BUSINESS OPERATIONS COMMITTEE CHAIR REPORT
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)

Chairman Cobey recognized Board member Eric Davis to manage the BSOP agenda due to the absence of the both the Chair and Vice Chair.

ACTION

BSOP 1 – Study on Charter School Closure Funds

Policy Implications: General Statute §115C-218.100; Session Law 2015-241, Section 8.28

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Law 2015-241, Section 8.28 requires that the State Board of Education study and develop a proposed policy regarding circumstances in which a charter school, approved by the State Board, shall not be subject to the minimum value requirement of \$50,000 as required by G.S. §115C-218.100 for purposes of ensuring payment expenses related to closure proceedings.

The State Board shall consider providing certain charter schools with a total or partial waiver of the requirement and shall examine criteria such as the years of operation, proven compliance with finance governance, academic requirements of its charter, state law, State Board of Education policy requirements as well as appropriate documentation to show the charter school's financial health and sustainability.

The State Board shall report by February 15, 2016, to the Joint Education Oversight Committee on the results of the study and a proposed policy, including legislative recommendations.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed policy.

Discussion/Comments:

- Board member Eric Davis noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the proposed policy regarding circumstances in which a charter school, approved by the State Board, shall not be subject to the minimum value requirement of \$50,000 as required by G.S. §115C-218.100 for purposes of ensuring payment expenses related to closure proceedings as presented. (See Attachment BSOP 1)

ACTION ON FIRST READING**BSOP 2 – Allotment Formula for Summer Reading Camps****Policy Implications:** N/A**SBE Strategic Plan:****Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.**Objective 4.3:** Use state and federal funding according to State and federal laws and State Board of Education policies.**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)**Description:**

Session Law 2012-142 Section 7A.1 requires summer reading camps to all 3rd grade students who are not proficient in reading. Session Law 2015-241 Section 8.48 expands the reading camps to include any 1st or 2nd grade student who demonstrates reading comprehension below grade level as identified through administration of formative and diagnostic assessments in accordance with G.S. §115C-83.6.

The Money Report states that the expansion funds shall be allocated in a manner consistent with allocation of the summer camp funding for 3rd graders.

The information provided illustrates the funding by local education agency and charter school.

Recommendation(s):

It is recommended that the State Board of Education approve the process for the funds to be allocated to the local education agencies and charter schools.

Discussion/Comments:

- Board member Eric Davis noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday. He stated that this is an important matter in helping LEAs prepare for those reading camps over the summer.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the process for the funds to be allocated to the local education agencies and charter schools as proposed. (See Attachment BSOP 2)

ACTION ON FIRST READING**BSOP 3 – JLEOC Report: Driver Education Multi-Year Survey****Policy Implications:** Session Law 2015-241**SBE Strategic Plan:****Goal 5:** Every student is healthy, safe, and responsible.**Objective 5.2:** Promote healthy, active lifestyles for students.

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Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy School Support Division) and Dr. Ken Gattis (Senior Research and Evaluation Coordinator, School Planning Section)

Description:

The Driver Education Multi-Year Survey Report was compiled by DPI pursuant to Session Law 2015-241, Section 8.9(d).(e). The legislation reporting requirements are as follows:

- (a): Local boards of education shall report to the State Board of Education no later than December 15, 2015, on driver education programs offered by and through the local school administrative unit for the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years.
- (b): The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the information provided by local boards of education no later than February 15, 2016.

Recommendation(s):

It is recommended that the State Board of Education receive the report.

Discussion/Comments:

- Board member Eric Davis noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to receive the JLEOC Report: Driver Education Multi-Year Survey report as presented. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – JLEOC Report: Study NCVPS Alternative Funding Formula

Policy Implications: Session Law 2015-24, House Bill 97

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Tracy Weeks (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

Study NCVPS Alternative Funding Formula

Section 8.11.(a) The State Board of Education shall study implementation of an alternative funding formula for the North Carolina Virtual Public School (NCVPS) in lieu of the funding formula adopted by the State Board pursuant to Section 7.22(d) of S.L. 2011-145, as amended by Section 8.9 of S.L. 2013-360. The study shall include consideration of the potential costs and benefits of (i) offering an

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alternative funding formula option for local boards of education to select and (ii) replacing the current NCVPS formula with a new formula applicable to all local boards of education participating in NCVPS.

SECTION 8.11(b) The State Board of Education shall report the results of the study under subsection (a) of this section and any legislative recommendations to the Joint Legislative Education Oversight Committee by January 15, 2016.

The NCVPS Executive Director will share study findings and provide recommendations based on the findings as it relates to an alternative funding formula for NCVPS.

Recommendation(s):

It is recommended that the State Board of Education approve the NCVPS Study on Alternative Funding Formula.

Discussion/Comments:

- Board member Eric Davis noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment BSOP 4)

DISCUSSION

BSOP 5 – 2016-17 Supplemental Budget Recommendations

Policy Implications: General Statute §115C-12(1a)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:

Governor Pat McCrory is requesting supplemental budget recommendations from state agencies for the 2016 Legislative Session. The Office of State Budget and Management has advised state agencies that supplemental budget requests for 2016-17 should be prepared by ranking of agency top budget priorities, changes to investments in those priorities, and associated goals, success measures, estimated costs, and proposals to pay for the identified priorities. The supplemental budget requests are due to OSBM following the Board's action at the February 2016 meeting. At this meeting, the Board will approve those requests to be sent to the Governor.

Additional information will be provided prior to the February SBE meeting.

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Recommendation(s):

It is recommended that the State Board of Education approve the supplemental budget requests allowable under OSBM's instructions.

Discussion/Comments:

- Board member Eric Davis noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment BSOP 5)

UPDATE ON CONTRACTS

(See Attachment on eBoard)

Board member Eric Davis encouraged Board members to review the update on contracts located on eBoard.

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

ACTION

SLA 1 – Policies Governing Services for Children with Disabilities

Policy Implications: SBE Policy #GCS-D-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth.

Presenter(s): Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Mr. William J. Hussey (Director, Exceptional Children Division) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)

Description:

Policies Governing Services for Children with Disabilities (Policies) will be amended to reflect changes to the definition, evaluation and identification of students with Specific Learning Disabilities (SLD). The proposed changes align with the amendments to the Individuals with Disabilities Education Act 2004, which permit the use of a process based on a child's response to scientific-research based intervention and provides that states may not require LEAs to use a discrepancy model. Following a 10-month study period by the SLD Task Force (composed of stakeholders and practitioners from across the state), it is recommended that the use of a discrepancy model that compares intellectual ability to achievement level, is not an appropriate practice in the evaluation and identification of children with SLD and is not supported by the findings of the SLD Task Force.

In alignment with the State Board of Education goal stating that every student has a personalized education and receives instruction through excellent educators, the proposed changes to the North Carolina Policies Governing Services for Children with Disabilities recommend a Responsiveness to Instruction (RtI)-based model as the basis for a comprehensive evaluation in the identification of students with SLD. These changes will establish a consistent process of defining, evaluating and identifying students with SLD based on a review of research in the field.

North Carolina has intentionally paired the RtI-based approach to evaluation and identification of students with SLD with a multi-tiered system of support (MTSS); defined as a framework that promotes school improvement through engaging, research-based academic and behavioral practices. RtI, as an approach to a comprehensive evaluation for identification of students with SLD, provides a consistent methodology for evaluating the effectiveness and success of a multi-tiered system of support, as well as measuring a student's response to the instruction and intervention received. Both share the common element of data-based problem solving to inform instruction and intervention. In an RtI-based approach to a comprehensive evaluation, a multi-tiered system of support is critical in ensuring that a lack of appropriate instruction is not a determinant factor for a student's low achievement and insufficient response to instruction and intervention. Consistent with the State Board of Education goal that every student in the North Carolina Public School System graduates from high school prepared for work, further education and citizenship, the proposed policy changes will effectively support our highest percentage of students identified for special education and related services.

Please see the attached report from the SLD Task Force for further detail.

Recommendation(s):

The State Board of Education is asked to approve the proposed changes to policies.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. He noted that this item has been before the State Board on multiple occasions since the Board's spring Planning and Work Session.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the proposed changes to policies as presented. (See Attachment SLA 1)

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DISCUSSION

SLA 2 – Reform for Continually Low-Performing Schools

Policy Implications: General Statute §115C-105.37B

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation, Office of the Deputy State Superintendent)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Description:

General Statute §115C-105.37B authorizes the State Board of Education to approve a local board of education’s request to reform any school in its administrative unit, which the board has identified as a continually low-performing school. The attached policy establishes the definition of a continually low-performing school, the identification and description of the reform models, and the process for submission and approval.

Recommendations:

It is recommended that the State Board of Education discuss the proposed policy.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment SLA 2)

THIS ITEM WAS POSTPONED FOR DISCUSSION

SLA 3 – State Advisory Council on Indian Education Annual Report

Policy Implications: General Statute §115C-210, SBE Policy #TCS-B-001

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

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Objective 1.2: Graduate students prepared for postsecondary education.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Educational Services for the Deaf and Blind)

Description:

The State Advisory Council on Indian Education serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. As legislatively mandated, the Council analyzes the academic performance of American Indian students in North Carolina's public schools outlining major findings and recommendations to the State Board of Education.

The full report analyzes student achievement data from the 2013-2015 performance on state tests, SAT participation and performance, Advanced Placement course participation and test performance, graduation and dropout rates, and compares the performance of North Carolina's American Indian students to that of other representative student groups. The data reveal improvements and disparities between American Indian student scores and statewide scores. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindianed/reports/>.

Recommendations:

The Council recommends that the Department of Public Instruction continue to work closely with school districts in promoting and disseminating carefully vetted resources specifically related to American Indian cultures. Additionally, the Council will work with the Department to design online professional development modules to support schools in the establishment of respectful environments for American Indian students.

Discussion/Comments:

- There was no discussion.

Discussion on this item was delayed until March 2016. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Technical Changes to Diploma Endorsements

Policy Implications: General Statute §115C-12(40) High School Diploma Requirements, SBE Policy #GCS-L-007 and GCS-L-003

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

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Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning)

Description:

Graduating high school seniors may earn various endorsements to their high school diplomas. These endorsements are Career, College, College/UNC, Academic Scholars and Global Languages. The first three endorsements are mandated by legislation G.S. §115C-12.(40). The Academic Scholars and Global Languages Endorsements were envisioned by the State Board of Education.

The University of North Carolina General Administration requested minor revisions to the College/UNC Endorsement to ensure clarity and appropriate alignment with the UNC Minimum Course Requirements. This clarification aligns clearly with the SBE graduation requirements for science and social studies.

The Global Languages endorsement has been clarified to respond to inquiries from the field.

In addition, SBE policy # GCS-L-007, High School Diploma Endorsements, has been revised to incorporate the content of GCS-L-003, policy adopting Academic Scholars Program. By combining these two policies, stakeholders will be able to access all of the available endorsements more easily in one policy. SBE Policy #GCS-L-003 will be deleted and encompassed within GCS-L-007.

Recommendations:

It is recommended that the State Board of Education review this item to facilitate effective implementation and programming prior to end-of-the-year.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the February State Board of Education meeting and will return for Action in March 2016. (See Attachment SLA 4)

NEW BUSINESS

Under New Business, SLA Committee Chair Eric Davis noted that staff provided a continuing update on the current status of the Proof of Concept Study, which continues to show progress with much work ahead.

CHAIRMAN'S REMARKS

Announcements

After recapping the Board's work this month, Chairman Cobey spoke briefly about the Emerging Issues Forum, hosted by NC State University's Institute for Emerging Issues, next week, February 8-9. This year's theme is Future Work and will explore issues of education and preparedness for jobs and

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professions of the future. The range of topics on the agenda features many speakers from across North Carolina and the US and addresses imminent future issues on the impact of the economy and technology jobs on the workforce, its diversity, its preparation for future work, and preparing the workforce pipeline.

He reminded Board members to reserve on their calendars April 5-7 for the Board's semi-annual State Board Planning and Work Session, which is scheduled in Wilmington at the Watson College of Education on the campus of UNC Wilmington.

Personnel Matters

On behalf of the Board, Chairman Cobey expressed the Board's deepest appreciation and thanks for all of Dr. Tracy Weeks's work in the Department and with the State Board of Education in her role as Digital Learning and Chief Academic Officer.

Chairman Cobey recognized Lt. Governor Dan Forest for a personnel announcement. After speaking briefly about the search and recruitment process to find a new director for the Office of Charter Schools, Lt. Governor Forest announced the committee's decision to recommend Mr. David Machado (Chief Administrator of Lincoln Charter Schools) as the new Office of Charter Schools' director.

Chairman Cobey called for a motion to approve the recommendation.

After seconding the motion, Vice Chairman Collins thanked Lt. Governor Forest for his leadership in this process and concurred with him with respect to the number of quality applicants received. Mr. Machado will be able to provide us with real-time charter experience for over a decade – that wisdom and background will serve the Office of Charter Schools well, according to Mr. Collins.

Upon motion by Lt. Governor Dan Forest and seconded by Vice Chairman A.L. Collins, Board members voted unanimously to approve Mr. David Machado as the new Director for the Office of Charter Schools as recommended, effective July 1, 2016.

Chairman Cobey expressed heartfelt appreciation to Mr. Adam Levinson for accepting the responsibility of Interim Director for the Office of Charter Schools and will continue in this role until the transition is made. Chairman Cobey concluded his remarks stating that Mr. Levinson is a man of all seasons.

In addition, he thanked Mr. Zane Stillwell for his work as the Board's Legislative Liaison. He announced that Mr. Stillwell has left the Department to pursue work as a legislative lobbyist.

NEW BUSINESS

No new business was brought before the Board.

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OLD BUSINESS

No old business was brought before the Board.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Mr. Wayne McDevitt and seconded by Ms. Rebecca Taylor, Board members voted unanimously to adjourn the February 3 and 4, 2016, meeting of the State Board of Education.